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ABSTRACT

The materials provided in this management guide to a self-instructional module are to enable the instructor to select, organize, and present the content of a course while making the best use of available resources and presentation methods. This guide lists the module's objectives and the materials needed to complete the unit. The sequence of activities for the module is described. Additional audiovisual materials, guides, and other materials are listed. A form for evaluating the module is included. (CJ)

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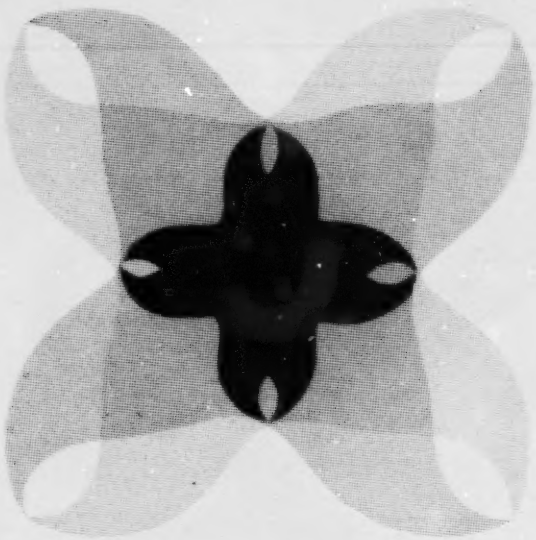
INDIVIDUALIZING STAFF DEVELOPMENT

DEVELOPING AND PRESENTING EFFECTIVE LECTURES: A MANAGEMENT GUIDE FOR A SELF-INSTRUCTIONAL MODULE



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SP 019 422

DEVELOPING AND PRESENTING EFFECTIVE LECTURES: A MANAGEMENT GUIDE FOR A SELF-INSTRUCTIONAL MODULE

DEVELOPED BY SANDRA L. SMITH & LOU ANN HARRIS, ORANGE COAST COLLEGE

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"INDIVIDUALIZING STAFF DEVELOPMENT", A PROJECT SUPPORTED BY THE CALIFORNIA COMMUNITY COLLEGE FUND FOR THE IMPROVEMENT OF INSTRUCTION.

PROJECT DIRECTOR: LOU ANN HARRIS
EDITORIAL ASSOCIATE: SANDRA L. SMITH

OTHER TITLES IN THIS PROJECT:

SELECTING AUDIO-VISUAL MATERIALS FOR THE CLASSROOM; A MANAGEMENT GUIDE FOR A SELF-INSTRUCTIONAL MODULE.

TIME MANAGEMENT: A MANAGEMENT GUIDE FOR A SELF-INSTRUCTIONAL MODULE.

UNDERSTANDING STUDENT MOTIVATION: A MANAGEMENT GUIDE FOR A SELF-INSTRUCTIONAL MODULE.

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DEVELOPING EFFECTIVE LECTURE TECHNIQUES

INTRODUCTION

How much of the subject do I want to cover? How deep? In what order? What are the learning objectives for this course? What texts, workbooks, and/or audio-visual materials should be employed to reach these objectives? How can the students' progress best be tested?

Having the facts is one thing: effectively transmitting them is another. It is the purpose of the materials herein provided to enable an instructor to select, organize, and present the content of a course, making the best use of available resources and presentation methods.

OBJECTIVES

1. To be able to list the elements of effective lectures as presented in the text, workbook, and videotape.
2. To be able to evaluate one's own methods---identifying strengths, weaknesses, gaps---based on the structure and suggestions provided---taking into consideration the planning, the presentation, and the follow-up.
3. To be able to prepare and give a lecture in one's own subject area, creating conditions and employing methods derived from the study and self-evaluation.

STUDY RESOURCES

The materials listed below are required to complete this unit:

Dodge, Bernard J. Boredom Analysis: A Guide to Raising Student Interest. San Diego State University, Department of Educational Technology, 1981.

B. J. Dodge
Dept. of Ed. Tech. SDSU
San Diego, CA 92182 $2.00

Kemp, Jerrold E., and Ron J. McBeath. Preparing Lectures. San Jose: San Jose State University, 1977.

San Jose University Foundation
Dr. Ron J. Mc Beath Acct. 03-09-6058 Text: $2.00
Faculty & Instructional Development Office Workbook: 1.50
San Jose State University, AV 213 Videotape: $99.00
San Jose, CA 95192

This set of materials focuses on selecting and organizing content, choosing presentation methods, and creating conditions for successful learning. The one-hour videotape (3/4" U-Matic) titled Faculty and Instructional Development Project: Examples samples several different learning styles.

Persons making presentations in other than the classroom or lecture hall may wish to substitute the following:

Bade, P. E. Presentation Planning Skills. Universal Training Systems Co., 1978.
Universal Training Systems Co.
3201 Old Glenview Rd.
Wilmette, IL 60091 $25.00

This kit consists of an audio cassette which guides the user through

the steps required to develop a professional presentation; a "Presentation Planner" which gives a framework for designing a presentation; and a packet of readings and exercises. While aimed at the business person, the principles are applicable to general speech/lecture situations. Administrators and other non-classroom personnel who are involved in making presentations should find this quite helpful.

DEVELOPING EFFECTIVE LECTURE TECHNIQUES
SEQUENCE OF ACTIVITIES

1. Read the article entitled "Boredom Analysis: a Guide to Raising Student Interest" making notes for your own use where applicable.
2. Rewrite your notes and evaluate them following the author's instructions.
3. View the videotape entitled Faculty and Instructional Development Project: Examples, 60 min. (Video tape player, U-MATIC format, required.)
4. Read the text entitled Preparing Lectures and fill in the accompanying workbook,

   or

   if you are an administrator or involved in non-classroom situations, develop a presentation using the Presentation Planning Skills Kit.
5. Review the list of additional readings and materials selected and incorporated in this packet for their relevance. These may provide alternative solutions and/or more in-depth treatment of the subject.

ADDITIONAL MATERIALS

Bel-Mort Films
Suite 961
200 S. W. Market St.
Portland, Oregon $11.50 ea.

The following filmstrips should be used as needed. Each filmstrip is approximately 5 minutes long, color, no sound. A standard filmstrip viewer is required.

1. Theories of Motivation, 1971. This filmstrip presents ten things that motivate people such as the need to belong, or the inverse; competitive spirit; needs for praise, rewards, and even nutrition.
2. Asking Questions, 1963. Why ask questions? Why not just tell students? Questions trigger thought processes that lead to improved retention of the answers. Questions can draw out the class, identify weakness of understanding, and keep the teacher alert.
3. Planning a Unit, 1961. Examples are given of the following steps: setting broad objectives and specific objectives; deciding on methods, materials, and means of evaluation of learning. Also discussed are resource units and lesson plans.

Center for Disease Control. Lecture Preparation Guide. Atlanta: Center for Disease Control, 1966.

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Microfilm and paper copy available. ED 114 881

Originally designed for students taking health courses, this helpful guide would be useful to anyone desiring specific step-by-step instructions in preparing lectures.

Center for Disease Control. Effective Presentation Techniques. Atlanta: Center for Disease Control, 1966. 46p.

Available from ERIC Document Reproduction Service as listed above in microfilm and paper copy. ED 114 882.

Intended as a companion to the Lecture Preparation Guide, this booklet contains information for evaluating lectures.

Davis, Robert H. The Lecture Method. East Lansing: Michigan State University, 1977.

Michigan State University
Instructional Media Center - Marketing Division
East Lansing, MI 48824 $1.00

This excellent and easily-read pamphlet gives good, practical suggestions for various aspects of the lecture method. An especially good section is "Responding to Student Questions".

Holt, Jerry D. Comparison of Lecture-Demonstration with Self-Instruction as They Affect Cognitive Information When Developing Psychomotor Skills in a Competency-Based Module. Practicum, Nova University, 1973. 49p.

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This report of an experiment conducted with preservice teachers concluded that insofar as the experiment was structured, the mediated self-instruction was superior to the lecture demonstration method.

Kemp, Jerrold E., and Ron J. McBeath. Setting Objectives. San Jose: San Jose State University, 1976.

San Jose University Foundation
Dr. Ron J. McBeath ACCT. 03-09-6058
Faculty & Instructional Development Office
San Jose State University, AV213 Text, $.75
San Jose, CA 95192 Workbook, $.75

The role of performance objectives in planning, implementing, and evaluating instruction is reviewed in this set of self-instructional materials.

McKeachie, W. J. "Improving Lectures by Understanding Students' Information Processing" New Directions for Teaching and Learning, Number 2, (1980) pp.25-35.

After discussing the situations in which the lecture method is most effective, the author urges teachers to improve their lectures through an examination of what it is that students do during a lecture and how students process information. Specific suggestions are given.

EVALUATION SHEET

Please fill out this evaluation sheet to aid in improving and updating this module.

Optional: Name_____

Title of Module_____ Date_____

Please put a cross on the scale to indicate your opinion.

	5	4	3	2	1
1. The instructional objectives were stated	clearly		adequately		poorly
2. The sequence of materials was	quite logical		reasonably logical		poor logical sequence
3. The materials and exercises met the objectvies	right on target		adequately		poorly
4. The amount of practice and review was	sufficient		adequate		insufficient
5. What I learned was	very important		interesting		a waste

6. What items did you find most useful? Least useful?

7. Was there anything additional that should be included?

8. Would you recommend this module to a colleague?

9. Would you use other self-instructional modules like this one?
   If so, why? And what topics would you like to see covered?

   If not, why not?

Please return this evaluation and other module materials to: